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Service Paper

A PLAN FOR EVALUATING THE MARION SCHOOLS

submitted by

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"A Plan for Evaluating the Marion Schools"

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Chapter I

Introduction

It is the intention of the author to trace the history of evaluation, picture its tremendous growth and evolve guiding principles. These guiding principles will be used to present a plan for evaluating the educational program of the Marion schools.

The purposes and results of recent evaluative studies will be presented in order to show the important place evaluation holds in the light of present day educational philosophy.

The author's philosophy will be embodied in the Evaluation Plan together with the philosophies evolved from the many studies.

The study and plan of evaluation should have many values to the author in his work as a school administrator. First and perhaps the most important, the study should give the writer the basic tools with which to more intelligently evaluate. Secondly using the guiding principles wisely,

the administrator should be able to intelligently evaluate his own program. The study should provide a basic foundation for self-evaluation. An administrator so skilled in applying the principles of evaluation has in fact, acquired the necessary background for good supervision so badly needed in our schools.



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<https://archive.org/details/planforevaluatin00mcca>

Chapter II

Evaluation Trends In American Education

Early History

If one were to pour through early volumes of educational literature the word evaluation could not be found. The history of evaluation is synonomous with the history of education as evaluation has been from its inception an integral part of the educational movement.

From the very beginning when drill subjects were the rule of the day, evaluation which was then known as testing had its place in the educational limelight. For many years and unfortunately today evaluation in the narrow sense is thought to mean testing. Mr. Harry Smallenburg aptly states the present day philosophy of evaluation when he says, "Evaluation is concerned with the growth of the child rather than a mastery of the basic skills." ¹ - Evaluation then like

1. Smallenburg, Harry - "Developing a Program for Evaluation of Pupil Growth in the Burbank Schools"
Educational Administration and Supervision
October 1942, Pages 550 -553

the history of education itself has evolved from a narrow sense of mere testing or marking to that of a much broader conception to concern behavior patterns of the whole child both in school or out.

Meaning of Evaluation

Several different attitudes toward the use of educational measurements in the school have held sway from time to time since the objective approach to the measurement of pupil intelligence made its appearance after the beginning of the twentieth century. These different attitudes or outlooks were called by the following names: testing, measurement, evaluation and appraisal.

The first step chronologically was that of testing which considered the development of objective devices for testing intelligence and achievement of pupils.

When objective tests became fairly numerous and teachers began to use objective methods in their own examinations, attention was then turned to the results of these examinations and toward the development of devices to measure instructional outcomes that hitherto could not be measured by objective tests. This period could be called the period of measurement.

The recent development of evaluation and appraisal was brought about by a realization that paper and pencil tests did not adequately measure many types of behavior which the

teacher and school administrators deemed necessary in order to carry out a satisfactory program of remedial instruction and guidance. Therefore, the present view is that tests even today constitute the chief means of evaluation but that other means of measurement such as the anecdotal record and the case study have a significant place in the evaluation of pupil behavior and achievement.

The tendency to consider the child as a whole places a definite responsibility upon the user of the evaluative instruments to consider the child in the broad sense.

The approach may be summarized by the statement that teachers participating in summer workshops where evaluation was under consideration were "using instruments of evaluation to discover not whether pupils had done their work but what the work had done to the pupils." ¹

In the light of the modern conception of evaluation it can be stated that evaluation is an organized and systematic method of appraising the educational program in terms of its educational objectives.

The Purpose of Evaluation

The Eight Year Study Group formulated the following purposes of evaluation:

"One - A periodic check on the effectiveness of the

1. Heaton, Kenneth, L., -Camp, William, Deiderich, Paul
Professional Education for Experienced Teachers
 University of Chicago Press, Chicago, 1940, page 120

educational institution and thus indicate the points at which improvements in the program are necessary.

Two - Validate the hypotheses upon which the institution operates.

Three - Information for effective guidance of individual students.

Four - Provide a certain psychological reassurance to the school staff, students and parents.

Five - Provide a sound basis for public relations.

Six - To help both teachers and students clarify their purposes and see more concretely the direction in which they are moving." ¹

Studies in Evaluation

Since many schools were not keeping abreast of the changing educational philosophy many studies were begun by cities, universities, towns, educational foundations, civic groups, educational committees, local, state, and national officials who were interested in the educational future of this country. In Pittsburg, Boston, New York, St. Louis, and other cities large and small, surveys have been made. In New York, the Regents Inquiry made a comprehensive study of the entire New York State Educational System. The purpose of the study was to find out what the state system was

1. North Central Association of Colleges and Secondary Schools
General Education in the American High School
New York, Scott and Foresman Co., 1942, Page 192

accomplishing with funds at its disposal and to ascertain how well the educational program being carried on meets the present day needs.

The two most comprehensive studies were carried out by the North Central Association of Colleges and Secondary Schools in an eight year study and the Co-Operative Study of Secondary Standards.

The Co-operative study group felt a need of such a study because as it stated; "The principal faults of the existing methods of evaluation of secondary schools and accreditation are:

Mechanical - the existing standards have become mechanical rather than vital--were emphasizing the shadow rather than the substance--were measuring material facilities rather than the educational process and its product. They stressed the letters and overlooked the spirit of education. There was no assurance that meeting them guaranteed educational efficiency.

Rigid - not adaptable.

Deadening - they encouraged uniformity rather than diversity--they emphasized conformity rather than initiative--they retarded rather than progressed through pioneering and an adventurous experimentation.

Traditional - did not take into account changing viewpoints in education.

Academic - the existing standards were narrowly academic rather than broadly comprehensive.

Subjective - standards based on untested assumptions" ¹

The Cooperative Study of Secondary School Standards in its study set up some general questions as a basis and then made a careful study of two hundred schools to find the answers. The questions that were set up are the following:

First - "What are the characteristics of a good secondary school?

Second - What practicable means and methods may be employed to evaluate the effectiveness of a school in terms of its objectives?

Third - By what means and processes does a good school develop into a better one?

Fourth - How can regional associations stimulate secondary schools to continuous growth?" ²

Each of the two hundred schools was evaluated by its own staff using the "Evaluate Criteria" as a guide, following this a visiting committee of three well known competent

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1. Co-operative Study of Secondary School Standards
Evaluation of Secondary Schools, General Report
Washington, D. C., 1939, 53 pp.
 2. Co-operative Study of Secondary School Standards
How to Evaluate a Secondary School
Washington, D. C., 1940, Page 1

educators studied each school in terms of the criteria. When this was completed tests were administered to 17,000 pupils in areas of scholastic ability, social attitudes and achievement. The 17,000 pupils tested represented pupils enrolled in the final three years of secondary school. A follow up study was made of 3,000 college students and 6,000 non-college students. In addition evaluations were secured from 7,000 parents and also the 17,000 pupils tested. The information thus secured was carefully examined by the study group and then charted graphically with the use of "Educational Temperatures." This made it possible to make a comparison of the schools in the six major fields of evaluation and many sub-divisions.

It is believed by many prominent educators that this study of the Co-operative group is the outstanding contribution of our time to the field of evaluation.

The many schools that were evaluated have the following comments to make regarding the results of the study in their schools:

Advantages:

One - That there was a definite appreciation on the part of the faculty of the whole instructional program that had not existed before.

Two - The evaluation did reveal weaknesses that the staff had not realized existed.

Three - The professional attitude of the faculty was improved.

Four - The evaluations brought about a will to improve unwholesome situations.

Five - A better and improved community spirit was noted.

Six - A better program of pupil guidance resulted.

Seven - A need of pupil personnel records was exhibited.

Criticisms:

One - It was felt by some that there were too many items in the check lists of the Evaluative Criteria.

Two - Instructions as to how to frame a philosophy for the school were insufficient.

Three - It was felt that a lower score was imposed upon those schools that had merged pupil activities with the instructional program.

Four - There was no differentiation between health and physical education programs.

Five - It was the opinion of some that a few of the visiting committees were not well trained.

Six - Committees did not stay in a school long enough to do a satisfactory piece of work.

Seven - There was a tendency in some instances to score items pertaining to administration too liberally.

Eight - That there was a tendency for communities to compare themselves with others.

Nine - An educational philosophy was imposed upon a school.

Ten - Many of the schools took the time and trouble to find out its weaknesses but then did nothing about it.

In summary it can be said that the results of these studies have definitely shown that education definitely needs a measuring stick to ascertain the direction in which it is going, to find out whether the community is obtaining the maximum amount of education for the money expended, and to be sure that the curriculum and methods are in line with the educational objectives of the school.

How to Evaluate

Smith and Tyler propose seven major steps in the process of evaluation. These seven steps are based on the following assumptions regarding evaluation: "first, that education is a process which seeks to change behavior patterns; second, that the changes that take place should be considered the educational objectives; third, that evaluation is a process of finding out what degrees of change is taking place." ¹

"Seven Major Steps

- Educational objectives must be formulated using all evidence and judgement.

1. Houle, Cyril, O. - "Evaluation in the Eight Year Study" Curriculum Journal, January 1943, Page 22

Objectives must be classified into types-(ten major types listed)

Educational objectives must be clarified and broken down in terms of pupil behavior.

Situations must be identified in which students will demonstrate the kind of behavior which the objectives state are desirable.

Promising methods for obtaining evidence regarding each objective must be selected and tried.

After trial of methods the most promising must be selected for development and approval.

Means must be developed for interpreting and using the results of the improved evaluative instruments" ¹

Future of Evaluation

The evidence produced by the many studies to date indicate that evaluation is a desirable practice. The very nature of evaluation is a stimulation to the school staff, the school administration and the community. There is no better stimulation to any one than to have the means to set up definite goals and then be able to see how well these goals have been attained. The future worth of evaluation in our schools rests in the following two questions; first, what did we try to do and second, how well did we do it?

1. Houle, Cyril, O. - "Evaluation in the Eight Year Study" Curriculum Journal, January 1943, Page 18

If evaluation can answer these questions then it will have tremendous value in measuring educational progress.

Chapter III

Evaluation in General Education

Guiding Principles

Satisfactory evaluation of a school necessarily implies a determining of values and the formation of certain basic principles needed to accomplish this task.

As a result of a careful and comprehensive study this author was able to discover seven basic principles with implied sub-headings.

A school can be studied satisfactorily and judged fairly only in terms of its own educational philosophy and objectives.

The philosophy and objectives of any school must take into consideration the type of pupil with which it deals, the needs of the community it serves and be compatible with our American conception of democracy.

Our American schools differ widely in kind so that it is essential that any criteria used to evaluate them be broad and flexible.

A school can only be evaluated on how well it meets the needs of all its pupils.

To follow this principle a broad program of evaluation would need to be set up as the appraisal would need to include the ability of the school to meet the needs of those who do not attend college as well as those who do. The school must be judged as a whole and not by the sum of its parts. It is more significant that the school be measured for what it does rather than for what it is. It must be evaluated also in terms of its success in giving an education for more effective living, economic, social, personal, to all youth.

Methods of evaluation should be based upon scientific study and objective evidence gathered by competent educators.

The results of research studies, surveys, expert judgment, scientific investigations and other objective data should be fully tested by extensive experimental tryout and the results carefully analyzed and appraised. Only through study, intelligent use of standardized tests and other valid measuring instruments can new, improved methods of evaluation be evolved.

A good school is a growing school and should be judged for its progress.

A growing school will produce a growing child. Schools that do no more than attempt to maintain standards will in a short time be outmoded and far behind the educational leaders. Modern educational philosophy is concerned with the growth and development of the whole child and a school

that permits flexibility in its methods, recognition of individual differences, pupil guidance, and periodic modification of its objectives cannot fail to show some measure of educational growth. In a democracy a school should not be satisfied with being good; it should strive to become constantly better.

A worthwhile program of evaluation should include a follow-up of a child after leaving school.

One of our greatest weaknesses according to many writers is the failure on the part of schools to follow-up its graduates or drop-outs. Our main concern has been the growth of the child in school but after school--what then? Most certainly out of school success or lack of it is one measure of the schools ability to educate for citizenship. The follow-up is important in consideration of curriculum changes and pupil counseling. The success of the school graduate in life is an indicator as to the adequacy of any program of education.

Evaluation is not in itself separate and distinct but a concrete part of the educational and teaching process.

Evaluation is not limited or narrow in scope but instead extensive and a real part of teaching. Appraisal in its proper conception is a means to an end and not an end itself.

Evaluation should be participated in by all who are interested in the welfare of the pupils and the school.

It is a common practice for outside committees to aid in evaluation of schools but the schools should wholeheartedly encourage intelligent members of the community to participate in evaluation. Pupils can help appraise their own school and their own individual growth. I agree with J. Wayne Wrightstone when he says, "Pupil evaluation results in better attitudes and more purposeful learning."¹ In summary it can be stated that cooperative effort in evaluation by teachers, pupils, administrators, expert judges, and community makes for a more meaningful and intelligent understanding of what the schools are trying to accomplish.

The seven guiding principles could be sub-divided many times but in the main they seem to cover from extensive readings the main bases for a satisfactory evaluative program.

Methods

The Cooperative Study used seven types of measures which were combined to form a weighted average, using the following weights.

Scores on evaluative criteria	40%
Judgments of visiting committees	20%
Growth as measured by standardized tests	20%
Success of the product of the school	10%

1. Wrightstone, J. W.
 "Can Pupils Help Evaluate Their Growth?"
School Executive, August 1943, Page 22

Judgment by pupils	6%
Judgments by parents of seniors	<u>4%</u>
	100%

Other methods of evaluation used by teachers, administrators and survey groups include the following: Classroom visits; check lists; rating scales; graphic summaries; written reports; pupil judgments; questionnaires; tests; conferences with teachers, pupils and other members of the staff; self evaluation-pupil, teacher, parents; follow-up-studies; evaluative criteria; educational temperatures; surveys; home visits; cumulative records; cooperative evaluations.

What to Evaluate

With the guiding principles at hand it would seem reasonable to see just what is to be appraised. From the Cooperative Study and other readings the author was able to find five major fields to evaluate with several sub-headings under each.

Philosophy and Objectives

Each school should have a carefully formulated philosophy arrived at in a democratic manner. The philosophy must be stated specifically in terms of school objectives.

Pupil Population and School Community

The school exists to serve the community and the school that knows its community as to its peculiarities, customs and habits can set up its educational program to better serve the community.

Educational Program

The educational program embraces the following seven major factors: Curriculum, pupil activities program, health services, library service, guidance, instruction, and outcomes.

School Staff: Numerical adequacy, selection, personal qualifications, academic qualifications, adequacy of preparation, experience, group improvement, individual improvement, salaries, teacher load, tenure-leave-retirement, clerical help, custodian maintenance, bus drivers, and general evaluation.

School Plant: Health and safety, economy and efficiency, educational program, special services, equipment, site, building, and general evaluation.

School Administration: Adequacy of staff, organization, supervision of instruction, supervisions of special services, business management, public relations, and general evaluation.

Results

As was stated earlier in this paper many schools studied and evaluated under the cooperative study did nothing to improve themselves after definite weaknesses were revealed. To be sure the study and the criteria used is not perfect but it does present the best thinking on evaluation that has been presented to date. The methods and procedures should suggest a plan for concrete improvement of the schools. It is the feeling of the author that the following

results should take place in any school during and after the completion of a sound program of evaluation.

First - The attention of the administration and the staff should be sharply focused upon the need of examining the objectives and philosophy of the school and setting about to improve them - democratically.

Second - Interest should be stimulated so as to critically examine curricula material, classroom techniques, and curricula offerings.

Third - Evaluation should broaden the scope of the pupil activity program.

Fourth - The library should become the educational center of the school with improved facilities, better materials, and a trained staff.

Fifth - A more intelligent type of guidance should be realized to meet the needs of life.

Sixth - A stimulation of critical thinking and professional growth on the part of the staff should be brought about.

Seventh - Evaluation should bring about the development of improved means of measurement, records, and interpretation of the learning process.

Eighth - A more wholesome school-community relationship should be realized.

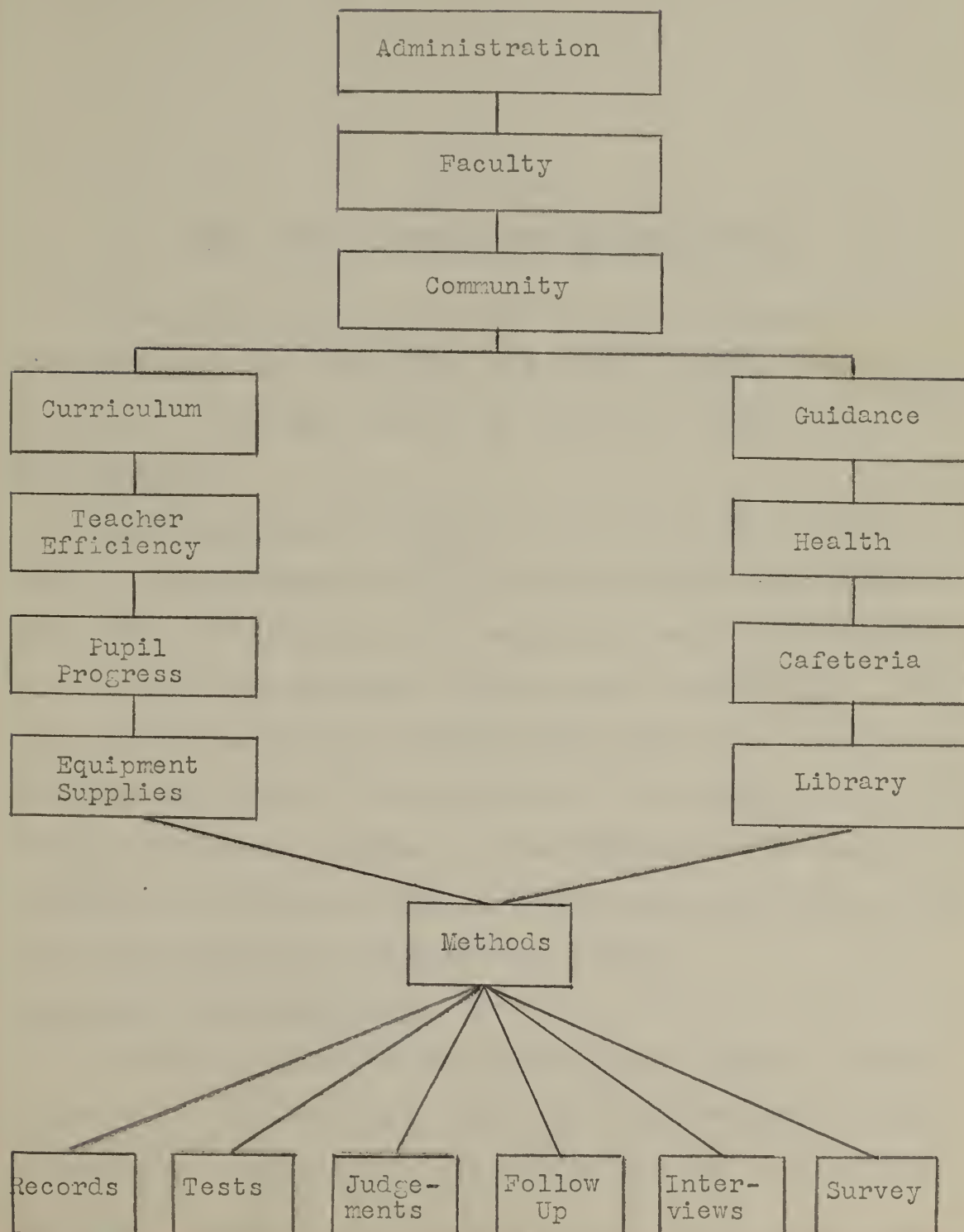
Ninth - Sound appraisal should bring about an improvement of educational planning and more efficient

administration.

Evaluation is a must in education. "Education for All American Youth" as pictured by the Educational Policies Commission will cost the public a considerable amount of money. It will be up to the schools to present to the public a careful accounting of money spent. Evaluation is a means of auditing. Sound evaluation should answer two simple questions--What do we aim to do? What evidence is there that we accomplished our goals?

PLAN OF EVALUATION

MAJOR PHASES



Chapter IV

Plan for Evaluating the Marion Schools

It is the purpose of the author in this chapter to present a plan for evaluating the Marion School System in order that this paper will be of practical value.

Organization.

The Marion School System is made up of two schools. One is a consolidated building housing grades one through nine with a distribution of elementary grades one through six and junior high school grades seven through nine. The other is an elementary building with grades one through six. One principal serves both schools in a supervisory capacity. The Superintendent is directly responsible to the Board of Education and serves as administrator and supervisor of the educational program, and business manager.

Principles and Philosophy.

A sound appraisal of any school system must be built around a broad educational philosophy and specific guiding principles. The following principles are set forth by the writer as a guide to evaluation.

A school should be evaluated in terms of its own objectives.

Educational objectives form the base of the entire evaluation program. The school staff must formulate these objectives. The staff with its knowledge of the pupils, their background, the community and its needs are best fitted to set forth the objectives of the school.

"In order to secure a statement of objectives which was representative of the work done in the school and thus to make sure that no phase of growth really emphasized in the school was neglected, the whole staff participated in the process of formulating the basic platform of objectives." ¹
A school should be evaluated in terms of how well it meets the needs of all its pupils.

The school program must be concerned with the child as an individual. The broad concept of considering the child as a whole is essential. The direction of educational effort to give the child every opportunity to realize maximum possibilities for complete living is of prime importance.
Methods of appraisal should be selected on the basis of their reliability, practicability and appropriateness in the particular situation to be appraised.

There is no one way to evaluate. The broad concept of considering methods rather than method will provide a more

1. Smith, Eugene, R., and Tyler, Ralph, W. Appraising and Recording Student Progress
 Harper Bros, New York, 1942, Page 441

reliable means of evaluating the program.

The following are the most important methods used:

Self Evaluation - evaluation of the school program by the entire staff using evaluative criteria.

Testing - use of tests that measure aptitudes, achievement, attitudes, intangibles, and abilities.

Questionnaires - used as a means of gathering judgments and criticisms of the program from parents, teachers, pupils.

Follow-Up Studies - studies of the success of former pupils in college and in the vocations.

Evaluative Criteria - criteria set up to measure a particular element of the school program.

Educational Temperatures - graphic method of charting results of scoring on evaluative criteria. Excellent means of making comparisons from year to year.

Surveys - usually made by visiting committees from outside the community. Evaluative criteria usually used by this group as a basis for evaluation.

Evaluation should be participated in by all interested in the school.

The school is a product of pupils, teachers, and all citizens of the community. As such it is the center of attraction and often the focal point of criticism. A genuine effort on the part of the administration to invite cooperative, interested members of the community to aid in the evaluation of the school is desirable.

Plan of Evaluation.

The initial step in a program of evaluation is the formulation of objectives. Definite aims or goals are essential in order that the school system may be guided in the right direction. In a small community the entire staff can set up the general and specific objectives of the system through meetings and conferences with the superintendent and principals. Objectives should be reviewed each year for the possibility of revision.

The principal and staff of each school should study carefully the specific objectives to ascertain those that need particular emphasis according to needs, interests, and capacities of the pupils in the school.

It must be remembered that objectives are the starting point of any program of evaluation. Progress must be checked against objectives and outcomes. Careful analysis of outcomes is essential as it is highly possible that some were attained that were unanticipated which ought to be desirable or undesirable. In either case, a revision of objectives would be important.

The objectives of schools will be different and will reflect the community in which they are located. The following objectives, both general and specific, constitute a list from which most schools would choose in formulating goals.

"Essential Abilities - to read with understanding, any material within the experience level of the pre-adolescent child; to use with accuracy and understanding the fundamental operations in numbers; to express ideas correctly, forcibly, and in an interesting manner through written language, line and color, bodily rhythm, music and handicraft; to interpret many phases of everyday life through the application of historical, geographical, and scientific concepts, understanding and facts.

Basic Skills - in muscular control and coordination; in the use of books; in the use of materials and tools of the arts and sciences etc.

Desirable Attitudes - toward work and play; toward other people; toward social institutions; etc.

Appropriate Social Habits - friendliness, good manners, trustworthiness, self control and poise, leadership and followership; etc.

Suitable Interests - in recreational activities; in vocational possibilities; in avocational pursuits.

Good Taste - as shown in the selection of color, line, and form in dress, in decorations; etc.

A Well Balanced Personality - mental and emotional health, stability, cheerfulness, open-mindedness, and the ability to compensate in socially acceptable ways for personal deficiencies and failures." ¹

1. National Elementary Principal, Sixteenth Yearbook
Appraising the Elementary School Program, July 1937, P 240

Objectives of schools prepared by the Educational Policies Commission are both general and specific, and applicable to the secondary and elementary school.

Self Realization - speech, reading, writing, sight and hearing, health habits, public health, recreation, intellectual interests, esthetic interests, character, inquiring mind.

Human Relationship - Respect for humanity, friendships, cooperation, courtesy, appreciation of the home, conservation of the home, homemaking, democracy in the home.

Economic Efficiency - Work, occupational information, occupational choice, occupational efficiency, occupational adjustment, occupational appreciation, personal economics, consumer judgment, efficiency in buying, consumer protection.

Civic Responsibility - Social justice, social activity, social understanding, critical judgment, tolerance, conservation, social applications of science, world citizenship, observance of law, economic literacy, political citizenship, devotion to democracy" ¹

Elements to Evaluate.

The following phases of the Marion School System will be discussed accompanied by suggested methods with which the administration may evaluate: Curriculum, Methods of Learning and Teacher Efficiency, Pupil Progress, Facilities and Equipment, Guidance, Auxiliary Agencies, (health, cafeteria,

1. Educational Policies Commission, The Purposes of Education in American Democracy, N.E.A., 1938, 157pp.

library).

Curriculum

The modern conception of the curriculum is broad in scope. In the words of most writers the curriculum is defined as "All activities which pupils engage under the direction of the school to achieve the objectives of the school."

Methods of Evaluating Curriculum.

It must be stated at the outset that there is no one way to evaluate. Many methods must be used to secure reliable and valid appraisal results. In general, all phases of the educational program can be checked against current practice and recommended practice of experts and research specialists.

A study of staff reports engaged in curriculum construction would enable the administration to critically appraise the work of the staff for scope and content of the curriculum. A careful study of teacher annual reports as to material taught and activities carried on during the year would enable the superintendent to evaluate to some extent the adequacy and scope of the curriculum.

Periodic check-ups and observation of time allotments given to various subjects taught would enable the administration to ascertain whether the emphasis in certain fields is in line with the objectives of the curriculum. This does not mean that teachers must keep to a rigid time schedule for

each subject taught as flexibility is desirable in this respect.

A study of the reports of principals and supervisors as to the types and kinds of activities carried on in the schools checked against visible outcomes is an excellent appraisal of the curriculum as a whole and more specifically to see whether the planned activities are producing the desired outcomes called for in the objectives.

The study of results of annual conference with principals of secondary schools, reports of parental opinion regarding the curriculum, employer reports will help to appraise the degree of articulation between the elementary and secondary schools, and the adequacy and scope of the curriculum.

Annual appraisal should be made from reports, statistical data compiled, courses of study, pupil activities to check whether the curriculum is set up to recognize the individual differences of all pupils.

Results of a pupil interest questionnaire studied over a period of several years could be helpful in evaluating the scope and adequacy of the curriculum.

Examination of research studies, survey results, expert advice indicates generally recommended practice and serves as an additional check to an administrator of his school system.

A score card to appraise a course of study or the curriculum as a whole is an excellent way of appraising the curriculum from good practice and an example of such a card is to be found in Appendix I.

Teacher Methods and Efficiency

The appraising of teacher efficiency is necessary. Much has been done in this field but results are conflicting since there is no best way to teach. One method successful in the hands of one particular teacher might conceivably and in failure in the hands of another. The effectiveness of method depends upon the personalities, abilities, and previous experiences of teachers and pupils. Proper evaluation of teachers and methods of teaching is of utmost importance since the quality of instruction is no better than the teacher. In times past general impressions of teachers produced such rating as excellent, fair or poor. Objective evidence was entirely lacking. Evaluation should provide a measurement of the ability and accomplishments of the teacher in quantitative and objective terms. An accurate evaluation of teachers is important to the administration for purposes of selection, salary and promotion, supervision and preparation, retirement and dismissal.

Methods of Appraising Teacher Methods and Efficiency.

In many school systems score cards and rating scales are used as a basis of appraising teacher efficiency. The author believes that a score card has value as a means of evaluation

but a rating scale or score card is not sufficient to fairly appraise the work of teachers. Rating scales are subjective rather than objective and there is no evidence to indicate that they are a reliable means of evaluation. The value of a score card or rating scale lies in its use by the teachers themselves as a means of self-evaluation. Rating scales emphasize the characteristics of good teaching but the effect that such characteristics have upon the learning of the pupils is what needs to be measured. (See "A Self Rating Scale for Teachers"), Appendix II.

Administrators often compare teachers with other teachers. It is possible in the light of objective evidence to place teachers in a system in four main classes--excellent, good, fair, poor. Teachers are compared in the mind of the appraiser against the best and poorest teachers he has seen. Again it must be said that the method is subjective in that an excellent teacher in the eyes of one might not be the same in the eyes of others. The comparison method has value, if used with other methods of evaluation.

One of the most widely used objective methods of evaluating teacher efficiency has been the current wide spread use of achievement test results. It has been often stated that it mattered not what the teacher's characteristics were as long as she secured results. As a result of this, attempts have been made to evaluate teacher efficiency by determining the effect of the teachers instruction upon the

pupils. Test results are valuable again as one means of evaluation. Caution must be exercised as tests do not measure all the objectives of the educational program.

Reports of pupil-judgments as to good and poor teachers are used but the author doubts the reliability of such a method even on the secondary level.

It is the job of the administration to study all evidence available, results of rating scales, observation reports, stenographic reports, test results, comparisons, etc. in order to carefully appraise the work of teachers against the objectives of the school and against recommended best practice.

"And more important than all, since the teacher-rating movement does not yet rest on a scientific basis, no rating of a teacher should be considered infallible. Every available item of information should be secured before the teacher is rated and no one plan of rating can be depended upon entirely." ¹

Evaluation of Pupil Progress

Pupils differ in their interests, need and abilities. These differences are coming to be realized more and more by the educators and by the general public, and attempts are being made everywhere to meet them. More and more the school is adjusting itself to the pupil rather than requiring the

1. Reeder, Ward, - The Fundamentals of School Administration Chapter IV, "Evaluating Teacher Efficiency" New York, MacMillan Co., Page 247

pupil to adjust himself to it. Pupils must be allowed to progress at their own rate. Continuous progress from grade to grade is desirable. Satisfactory evidence of progress within the abilities of the pupils is an evidence of good teaching.

Methods of Evaluating Pupil Progress.

School records should be studied every three years to determine the holding power of the school. Children who remain in school well over the age of sixteen have a better opportunity to realize maximum progress. A simple chart showing the per cent of drop outs at age levels beginning at sixteen and above with reasons would be helpful to the administrator in determining the holding power of the school and its reflection upon pupil progress.

In many schools continuous progress is not possible. Rigid grade requirements interfere with continuous progress and the percentage of non-promotions in grades is high. The superintendent should make records of the number and per cent of non-promotions in each grade. Statistical data of this type ought to be studied carefully in order to determine, if possible, the reasons for non-promotions and strive to reduce the number of failures to a minimum.

Charts showing the distribution of under-aged and over-aged pupils by grades is a desirable means of appraising pupil progress. Comparisons of these charts annually indicate that there is more than four times as much over-ageness

in schools than under-ageness. Satisfactory pupil progress for under-aged, and over-aged charts should see a gradual decrease in the number of over-aged pupils in the school system.

Pupil progress can be appraised through the use of objective achievement tests. A comparison of scores can be made from year to year, however, it is important that such scores be checked against the intelligent quotient to get a more reliable appraisal of progress.

The use of the anecdotal record is becoming increasingly popular as a mean of recording progress of the whole child. Studies of such records can be of great value to the appraiser.

Individual pupil progress charts containing dates of tests, test scores, intelligent quotient information, and a profile of test scores are valuable for remedial teaching and a comparison of progress each year.

One of the most popular means of measuring pupil progress is the use of standardized tests. Standardized tests have been found to be more objective and reliable than the essay type and ordinary classroom tests.

A great error made by many administrators is that of administering too many tests. By so doing the value of the testing program is lost. It is generally recommended that the testing program be limited to a specific field with a definite purpose in mind rather than undertaking an extensive

purposeless program of testing that cannot be completed in a reasonable time.

Since there are many tests available selection is often difficult. The criteria for tests--validity, reliability, adequacy, objectivity, administrability, scorability, comparability, economy and utility, presents a tangible basis for selection. "If affirmative answers to each of the following questions are available concerning a specific test, one may feel reasonably safe in selecting it for use.

First - Does this particular test measure the habits, skills, attitudes, and information I wish to measure?

Second - How much time does it take to give the test? Is it long enough to give a reliable consistent measure?

Third - Is it easily and accurately scored?

Fourth - Has it been widely used elsewhere?

Fifth - Does it furnish accurate and extensive norms for comparison and interpretation?

Sixth - Is the interpretation of the scores simple and clear?

Seventh - Do the results point the way to a remedial program?

Eighth - Is the test economical in terms of time and cost per unit of reliable information furnished by it?" ¹

It is suggested that expert advice from test specialists, research specialists and other educational leaders be sought

1. Greene, Jorgenson, Gerberich
Measurement and Evaluation in the Secondary School
 New York, Longmans, Greene Co., 1943, 627 pp.

in order to make a better selection of tests. When commercial tests are not available or do not adequately measure that which is intended to be measured, teachers should be encouraged to construct their own tests.

To give tests and do nothing about the results is a waste of time, energy, and money. It must be borne in mind that "All that tests can do is to reveal a situation - they cannot per se improve the situation; they merely provide the diagnosis and the remedy must be supplied by the teacher." ¹

"Measurement of pupil progress is essential in evaluating a school program. Most authorities agree that objective measures of such progress are generally superior to estimates based on personal opinion alone. Although many areas of pupil development have not been satisfactorily measured, considerable progress is being made.. Resourceful principals and teachers will help develop new and better measures." ²

Evaluation of Guidance

"Guidance is an essential part of "good education." Guidance services include study of the pupil in his environment and provision for the experience, knowledge, and counsel which he needs in order to live a personally satisfying and

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1. Reeder, Ward, The Fundamentals of School Administration Macmillan Co., New York, Page 583
 2. Elementary Principal Bulletin, sixteenth yearbook "Appraising the Elementary School Program," July 1937, Page 464

socially useful life" ¹ A successful guidance program is considered by most educational authorities a cooperative undertaking involving every member of the staff and as a continuous and comprehensive function. It is important to recognize the guidance problems in both the elementary and secondary level.

"The need of guidance in the school is revealed in the following problems which exist in any school. The guidance program to be effective must be set up to meet these problems and others:

School Problems - homework, lack of instruction in study methods, lack of understanding on the part of teachers, prejudice and discourtesy on the part of teachers, etc.

Concern about the future - where to go to school, problems of deciding what vocation to choose.

Economic Problems - Employment problems, a fear that they will not be employed when they finish school.

Personal Problems - boy-girl relationships, bashfulness, self consciousness, inferiority, and other personal habits.

Social Problems - Learning to get on with others, boy-girl relationships, etc.

Home Problems - separated parents, drinking, death in the home. It is true that the school cannot help to any great

1. Pittsburgh Survey
 "Pupil Guidance in the Schools"
 Bureau of Publications, Teachers College, Columbia
 University, 1940, Page 235

degree in personal family problems but the child has the right to expect at least a sympathetic understanding from the school.

Physical Conditions - teeth, eyes, fatigue, appearance, speech, etc." ¹

It is the function of a good guidance program to secure and provide information about all the children under its jurisdiction; to cooperate with all community or other agencies that can aid in the guidance program; to aid in the placing of students in college or work and in addition to provide for periodic follow-up of all students that leave school; to counsel all pupils either through individual or group guidance.

Methods of Evaluating the Guidance Program

In the elementary school, the guidance program should make adequate provision for the identification of individual differences and for intelligent and practical assistance in the solution of individual problems. A cumulative record card should be started in the elementary school to follow every child through school. This card is an excellent means of evaluating pupil progress and the effectiveness of guidance. A careful study of achievement test results should be made in order to identify pupils not making normal progress in

1. Pittsburg Survey
 "Pupil Guidance in the Schools," Bureau of Publications
 Teachers College, Columbia, 1940, 236 pp.

school. A careful check of pupils referred to remedial classes and records of progress of such pupils is a means of effective appraisal.

Probably the best possible guidance that can be rendered in the elementary school rests in the every day work of the classroom. A teacher who is concerned with the development and maintenance of good habits of study and of good habits of citizenship will accomplish effective guidance. Teachers who can use the program of studies in English and social studies not only to show pupils how other people live but how they make a living are enriching the experiences of children through guidance. A sympathetic, understanding teacher trained in guidance can bring about the realization that good teaching is guidance. The classroom teacher through the curriculum makes many adaptations to allow the pupils a maximum of self direction. "One cannot isolate a guidance program from the curriculum; their synthesis is inevitable." ¹

In grades seven, eight, and nine a cumulative record folder containing information from the cumulative card, test results, personal traits, physical record, avocational interests, work experience, community activities, is a form of evaluation. Statistical data of the number of pupils who

1. DeYoung, Chris
Introduction of American Public Education
New York, McGraw--Hill Inc., 1942, Page 475

received individual counseling, pupils referred to outside agencies, records of home visits by teachers, parental visits to school is helpful in appraising the guidance program. Reports of guidance directors, homeroom teachers checked against desired outcomes is also helpful.

A study of the schools placement records, percentage of drop outs by grade, and follow-up records of each pupil after leaving school from secondary schools and employers is a most excellent means of evaluating the worth of the guidance program in the schools.

An annual comparison of intelligence, aptitude, achievement, interest tests and records of in-service growth of teachers are additional means of evaluating the guidance work.

"The test of a guidance program is not the number of serious cases handled but the constructive development of every child and his increased capacity to guide himself." ¹

Evaluation of Equipment and Supplies

American schools spend millions of dollars for textbooks, supplementary materials, mechanical devices, visual and auditory aids, classroom furniture and supplies, play equipment, and other items intended to facilitate instruction. Such materials need as careful evaluation as do other

1. Pittsburg Survey

"Pupil Guidance in the Schools," Bureau of Publications Teachers College, Columbia University, 1940, Page 237

elements in the school program.

The appraisal of school equipment and supplies has three main aspects: determining the quality of materials in relation to cost; determining the appropriateness and usefulness of materials in the educational program, determining the quantity needed.

It is of the utmost importance that the cooperation of the entire staff be secured in order to efficiently evaluate the supply program.

Methods of Evaluating Equipment and Supplies

Careful study should be made of all supplies used annually through continuous and monthly inventories. This is most important as a basis of determining the needs of the schools each year.

Inventories ought to be checked carefully, item by item, against surplus stocks accumulating.

Study of annual teacher reports as to condition of books and other materials in each room will enable the superintendent to appraise durability of materials purchased and to plan future purchases.

Performance of all equipment and supplies must be checked against cost.

Constant check of materials against the statements and guarantees of the manufacturer. A check of reasonable use, or experimental reports, or test reports of performance are all valuable means of evaluating the supply program.

The administration must carefully study information regarding the use of materials by teachers in order that materials of a temporary use will be of a cheaper grade than materials used permanently. This aspect is essential to secure sound economy in the purchase of equipment and supplies although it does not imply that teachers using the least material or supplies necessarily does the best teaching.

It is the responsibility of the administration to set up high standards of quality from a careful study of performance records obtained from teacher reports, results of mechanical tests, and reports of experimental try-outs.

It is possible to compare one type of furniture and supplies with another as a means of appraising worth as checked against use.

Evaluation of Textbooks

The National Society for the Study of Education through its stimulating yearbook, The Textbook in American Education, recommends that the "educational interest of the pupil must at all times be the primary consideration in appraising plans for making and selecting textbooks." ¹

The two general techniques in evaluating textbooks prior to their adoption are subjective judgment and objective appraisal. As a rule both methods are used. One is a casual

1. National Society for the Study of Education
The Textbook in American Education, Thirtieth Yearbook
 Part II, Public School, 1931, Page 305

examination of the book or books, sometimes preceded by a talk by a representative of a book company or examination of descriptive literature concerning the book. The other method is a careful analysis using a score card or check, list of such items as authorship, content and organization, vocabulary and readability, methods and motivation, teaching and study aids, mechanical make-up, copyright date and other miscellaneous items.

Requests for changes in textbooks may come from teachers, principals, or course of study committee. Requests for books should be appraised carefully by a committee to determine the need. Once the need has been established sample books should be requested from publishing companies. A textbook committee then can appraise samples and narrow down the number for final selection. Evaluation of the final books should be analytical, comparative and as objective as possible. The textbook committee should study criteria for appraising textbooks or should design a score card of its own. A careful analysis with the use of a score card with weighted items will enable the members to make a more scientific objective, reliable selection (Suggested score card in Appendix III). The book having the highest rank is then generally recommended by the committee to the Superintendent, who, unless he objects to the selection of the committee, should recommend the final selection of the committee to the Board of Education.

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"The test of good supply administration is whether the supply and equipment program furnishes adequate and efficient aids to learning and whether sound, efficient, and business-like procedures are followed in the process of making them available." ¹

Auxiliary Agencies

Health, Cafeteria, and the Library will be discussed as auxiliary agencies in that order.

Health

The general purpose of the health program in the schools is the protection and improvement of the physical, mental, emotional health of the child. In Marion the health program fits to some degree the main phases suggested by most educational and health leaders. Those phases are health protection, correction of defects, and health conservation of defectives, health promotion.

A complete program built around the main phases should be based upon the following items taken from Principles of Health Education by C. E. Turner.

Health Protection

"Sanitation of the School Plant

Location - (orientation, noise, dust, odors, traffic dangers, playgrounds, drainage)

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1. Strayer, George, D.
Boston Survey, Volume II, Chapter III
1944, Page 129

Buildings - (construction and equipment for fire protection, water supply, toilet and lavatories, health service rooms, teachers restrooms, classroom construction, lighting, seating, ventilation, up-keep of building)

Examinations

Physical Examinations - (completeness, thoroughness, technique, frequency)

Dental Examinations

Physochological Examinations

Communicable Disease Control

Routine Procedure - (inspections, readmissions, educational measures, immunizations)

Correction of Defects and Health Conservation

Special Classes - (open-air classes or program for debilitated children, sight conservation, mentally retarded classes, classes for crippled children, speech improvement classes, lip reading classes)

Clinics - (nutrition, dental, eye, ear, nose, throat, cardiac: lung; posture habit)

Follow-Up Service - (methods of securing correction, adequacy of nursing service, records)

Health Promotion

Hygienic Arrangement and Administration of the School Program

For Pupils - (satisfactory provision for school lunches, and proper arrangement of the school program, including such items as the length of the recitation periods and

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periods of unbroken study; recesses and sequence of subjects, amount of homework, number of pupils per room, alternation of different types of work, nature and conduct of examinations, discipline and punishment, extra-curricular activities, selection of proper textbooks, and the maintenance of proper pupil--teacher attitudes.)
For the Teacher - (opportunity for relaxation, satisfactory opportunity for securing lunch, limitation of extra-curricular activities, provision for undisturbed work place after school, sick leave)

Physical Activities

Playgrounds - (space, supervision, equipment, activities)

Gymnasium - (location, space, lighting and ventilation, temperature, floor materials, showers)

Physical Training Program - (objectives, personnel, basis of prescribing activity, type of work given, correlation with health program, tests)

Health Instruction and Motivation

Aims - (aims and objectives of the health program)

Attitudes and Qualifications of Personnel - (cooperation on school administration, qualifications of teachers and supervisors)

Results of Health Training" 1

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1. Turner, C. E.
Principles of Health Education
 D. C. Heath Co., 274 pp.

Methods of Evaluating the Health Program

Health Protection

Evaluation of the program in this phase can be done by studying reports and observations of the following:

Monthly council, teacher and principal reports on conditions of playgrounds, cleanliness of buildings, traffic hazards etc.

Janitor reports and monthly inspection sheet on factors under janitor control that directly relates to the health and safety of the pupils.

Continuous physical record card with complete information concerning each child.

Per cent reports of dentist with the number of pupils needing attention, per cent of pupils given dental care during the year and a report of the type of dental work performed on each child.

Physicians annual report - number of inspections, summary of types of defects, number of exclusions, corrections, and a report of classroom activities in regard to control of communicable diseases.

Reports of the School Nurse and School Physician on conferences attended with attention to comparisons with current best practice.

Correction of Defects and Health Conservation

A study of annual eye test results, hearing tests, tuberculosis tests with the number of home notifications of

defects and count of defects corrected by home and school is a reliable means of appraisal.

Physical examination reports together with the count of defects corrected or in the process of being corrected is helpful. Follow-up study reports of corrected defectives is a means of evaluation.

Clinic reports with statistical data as to the number and nature of cases and disposition thereof is another means of appraisal.

Reading of annual reports of the School Nurse, School Physician, and School Dentist are means by which the administrator can appraise the health work in the schools.

Health Promotion

A program of health promotion may be evaluated in the following ways:

Periodic check of teacher programs for length of periods, recesses, together with a review of homework schedules for amount of work assigned to pupils is valuable.

Check teacher load with best practice and observe the effects of teacher load on teachers in the system.

Check pupil attendance and teacher attendance records in relation to time loss from sickness.

Student council and community reports as to adequacy of play equipment. Records of purchase of health and play equipment will be helpful.

Report of physical training instructors as to amount and kind of corrective work carried on during the year.

Profile score of health tests administered.

Periodic examination of teachers, stressing "Fitness to Teach."

The health program of the school is the most important part of the educational program. Without good health the child is not likely to realize his potentialities while he is in school nor will he be likely to realize them when he leaves school to take his place in the world of work.

Safety in the School

The National Safety Council estimates that each year more than 600,000 pupils suffer accidents and that 13,500 of them are fatal. Little wonder schools should be concerned over the safety of children in the schools and out. The figures of the council are a challenge to the schools of this nation.

At least part of the credit for the downtrend in accidents among elementary school children may be attributed to the program of safety education in the schools. Safety courses of study are well advanced in the grades and has been given considerable attention in the junior high school.

Experiments have indicated that negative instruction, the mere memorizing of safety rules and slogans, and forced correlation of safety with arithmetic and spelling are not effective methods of safety education. "The following methods

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document concludes the study. It summarizes the main findings and provides a final statement on the importance of the research.

are recommended: teaching safety in actual life situations, including natural opportunities in connection with the use of equipment and materials in certain courses, excursions and field trips, dramatization, demonstration, bulletin boards, moving pictures and slides, surveys and interviews with talks by public officials or other non-school lecturers." ¹

Classroom instructors in our schools should cover such areas as correct way of crossing streets, playing in streets, traffic and signal rules, safety rules of home and school, methods of preventing accidents, and first aid. Safety Patrols and Safety Councils are important agencies through which a successful program of Safety education can be carried out.

A study of records within the schools as to the number and type of accidents that occur on the playground, gymnasium, in the buildings, or in the streets enables the administration to appraise the effectiveness of the safety program and also indicates areas in which emphasis is needed.

The degree to which a school attempts to prevent accidents will in a large measure determine its success in carrying out a program of safety education.

Cafeteria

Although the cafeteria is listed as an auxiliary agency

1. Strang, Ruth Smiley, Dean F.
The Role of the Teacher in Health Education
 Macmillan Co., New York, 1941

its purpose closely follows that of all other phases of the school program. The cafeteria is an integral part of the school educational program. "In order to measure up to its obligations and responsibilities, school feeding must be conducted with the highest possible efficiency so that pupil expenditures will purchase the best nutritive returns in terms of palatable and attractive foods. In addition it is necessary that educators throughout the school system become aware of the teaching possibilities inherent in the school feeding units and cooperate with the management in their fullest development." ¹

Methods of Evaluating the Cafeteria

Critical study of menus served against recommended well-balanced meals, a study of questionnaire results of meals that children and parents prefer, an analysis of monthly financial statements, per pupil costs, inventories, food wastes, are all ways of appraising the efficiency of a Cafeteria.

Items of equipment, sanitation, furniture, cleanliness, light, and distribution of free meals should be scrutinized closely and compared with the best recommended practices.

Milk records with the per cent of consumption by grade is one way of appraising the effectiveness of the milk

1. Pittsburgh Survey
Bureau of Publications
Columbia University, Page 403

program.

Teacher reports should be looked over carefully to appraise the effectiveness by which the cafeteria augments the educational program in such traits as politeness, courtesy, neatness, cleanliness, good manners, consideration of others, and ability to select wholesome, nourishing foods.

The cafeteria is for all children and serves the same general purpose as the educational program in that its interest is the education of the whole child, physical, mental, and emotional.

Records should be available to show the number of pupils who eat at the cafeteria, records indicating under nourished children being cared for at meal time by the school or other agencies. Progress of under nourished children under the care of the school checked against height and weight records is an excellent means of appraising the lunch program.

"Good nutrition of school children is a fundamental requisite for the complete functioning of the educational program" as Mary Svarty Rose so aptly writes, "The expensive machinery of education is wasted when it operates on a mind listless from hunger or listless from indigestible food." ¹

Library Service

The following objectives of the school library, which have been formed by the American Library Association, are

1. Pittsburg Survey
Bureau of Publications
Columbia University, Page 403

desirable objectives to be attained and should serve as a guide to schools stressing library service.

All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained:

To love to read that which is worthwhile,

To supplement their school studies by the use of books other than textbooks,

To use reference books easily and effectively,

To use intelligently both the school library and the public library,

Every secondary school should have a trained librarian, and every elementary school should have a trained library service,

Trained librarians should have the same status as teachers or heads of department of equal training and experience,

The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are public school for the same reason,

The school system does not make liberal provisions for training in the use of the library if it fails to do its full duty in the way of revealing to all the future citizens the opportunity to know and to use all the resources of the schools and public library.

The libraries, the books, collection and library quarters are the three immediate essentials--the factors without which a library does not exist.

The library serves the school for four main purposes:
one--it is a service agency primarily in that it exists to further the schools educational objectives.
two--it is a teaching agency in that it has a positive, active, teaching function.
three--it is a book center in that it attempts to supply books and materials to satisfy the interests and to meet the needs of the pupils and teachers of the schools.
four--it is a reading center, a place for enjoying books, for investigating problems, for study for using all kinds of printed materials.

The results of many surveys indicate that for too many schools, both elementary and secondary, are below minimum standards considered essentials for school libraries.

The school library should be the cultural center of the school and as such should provide a balanced diet of reading material from books, newspapers, magazines. Small elementary schools with less than ten teachers must provide a reading corner in each classroom for "free reading" of pupils. These reading corners ought to be adequately stocked with carefully selected books bought by the schools or borrowed from the lending libraries of the State Department, local community library or other sources. Teachers should stimulate

pupils to read more and more, close cooperation between the public library and the school is desirable to attain goals in the library teaching.

Methods of Evaluating the Library

Careful analysis of reports rendered by the selection committee giving the number and type of books, periodicals recommended for addition to the library.

The annual report of the librarian listing books added, number of pupils using library, number of titles taken out according to type, periodicals most used, cost per pupil, number of teachers using the library, number of books issued to elementary pupils by grades, amount of cooperation between librarian and classroom teachers and any other means of checking use is the best possible means of evaluating the library programs.

In the secondary schools a trained librarian is essential for maximum success in the library program but a small school would be able to do an effective service to its pupils by having an English teacher trained in library work. This plan is successful in many small schools. Training is important since a trained person will be able to get maximum use of the materials in the library, she will be able to protect books, she will be able to provide wise guidance to pupils in the selection of reading materials, she can stimulate the cooperation of staff members and in some cases train other teachers in the uses of the library.

The extent to which teachers know how to use the library, their willingness to use it in cooperation with the library, and the extent to which they plan classroom work with the use of library materials in mind, will determine in a large measure the success or failure of the library to adequately meet the needs of pupils.

Appraisal of the library against recommended practice is desirable. Selection of books is important to the library and the following suggestions by Martha Wilson are most helpful in selecting books for the grades and country schools.

"Books should be chosen which have a direct bearing on all subject matter taught in the school, for reference use and personal reading. The library must supply material for supervised study, the socialized recitation, project work, clubs, and special days. Reference books will include at least one unabridged dictionary, a simple encyclopedia, an atlas, handbook of facts and general information, and a one volume general United States History.

Books must be selected to train in habits of observation, to aid in identifying the stars, birds, trees, wildflowers, and wildlife in all forms.

Some books should be chosen which will help in the planning for school activities, such as boys' and girls' clubs, school entertainments, warm lunches, social center work, debating societies.

The library should include those books which are generally accepted as the world's literature, and which should be placed in the way of every child while young. Some of these are: Alcott, Little Women; Bunyan, Pilgrim's Progress; Baldwin, Story of Siegfried; Carroll, Alice in Wonderland; Anderson, Fairy Tales; Hawthorne, Wonder Book; Harris, Uncle Remus; Kipling, Jungle Book; Lamb, Tales From Shakespeare; Macleod, Book of King Arthur; Mother Goose; Stevenson, Child's Garden of Verses; Treasure Island. There are many others that should be included.

In selecting stories, those should be chosen which are strong in human interest, but which will preserve the right ideals of conduct and achievement.

Interesting biography should be provided for all the grades, to follow the reading of the stories of imaginary peoples, books which will inspire, as well as those which will give interest to the study of history.

Books should be included to encourage children's talents and develop skills; books of games, sports, drawing, occupations, such as simple books of sewing and basketry for the girls; mechanics, electricity, and wood working for boys; also books on vocations for older boys and girls.

The books should always be chosen with the pupils in mind, selecting those which are easily within their comprehension, including something for all ages and interests, and to increase general intelligence.

Only those should be bought which are wholesome in tone and are written in good English, and contain enough information, beauty, or enjoyment to make them worthwhile. No books should be bought because they are harmless, but all because they will contribute to the life and work of the schools.

Books should be bought in as good condition as can be afforded. An attractive looking book will be read and enjoyed, while a book in small type, poor paper, and dingy cover will not.

The best versions should be chosen for the classics. Literary style is important in children's books not only for the pleasure in reading, but as an aid in vocabulary building.

In all collections, standardization should be the chief aim. New books for younger children are not especially desirable. The books that have stood the test of time, and are real literature should be provided first." ¹

It must be emphasized that the proof of an efficient library is in the evidence of maximum use. Libraries are not established merely to look at; they are to use. In most schools, and specifically in the Marion schools, steps should be taken to increase the use of the library by teachers and pupils, for, "he that loves reading has everything within his reach."

1. Wilson, Martha
School Library Management
 H. W. Wilson Co, 1939, 148 pp.

Interpreting Results

All data compiled serves no good purpose unless it is properly interpreted and placed before the staff in a clear, understandable form. Summaries, reports, and graphic means are the most common methods of interpretation. The author recommends the use of the profile chart which is so simple to understand and use. It is recommended that all information be reproduced in sufficient quantities so that it can be filed in the homerooms, in the guidance office, and in any other place that such information would be of value. In addition it should be the duty of the administration to be certain that teachers receive the necessary training to make maximum use of all information produced in the evaluation. The author agrees with Eugene Smith and Ralph Tyler when they point out "A program of testing or evaluation can reach greater fruition when a systematic attempt is made to provide for the training of teachers and school officers in the interpretation and uses of evaluation results." ¹

A practical use of the profile chart follows making a picture view of the final results of the entire evaluation showing each phase in its proper perspective.

Explanation of Score

5 = Excellent - condition is practiced to a very satisfactory degree.

1. Tyler, R, and Smith, Eugene
Appraising and Recording Student Progress
New York, Harper Bros., Vol. III, 1942, Page 28

4 = Superior - condition is present and practiced for the most part to a satisfactory degree.

3 = Fair - condition is present and practiced to a fair degree or poorly made.

2 = Inferior - condition is present to a very slight degree and poorly made.

1 = Very Inferior - Condition is not present or is most unsatisfactory.

Such a score card can be used to compare the progress of the school each year in each of the major phases. The comparison can be made easily with the use of different colored pencils each year.

Summary

It was the intent of the author to outline a plan of evaluation that could be used in the Marion Schools. It should be stressed again and again that evaluation is an integral part of the educational process and as such goes on continually. The end is never reached for a study of evaluative results leads to a reevaluation of objectives which starts the evaluative cycle on its way again. (See Appendix IV).

The study has been most revealing to the author. I am convinced that evaluation is an important area in education that educators are neglecting. There is a great need of more careful appraisal -- evaluation is to the program as a whole

what guidance is to the child -- directed growth toward worthwhile objectives.

The school system that can place before the public worthwhile objectives of the school and show concrete evidence that those objectives have been reached in part or in whole can gain the respect and cooperation of the community.

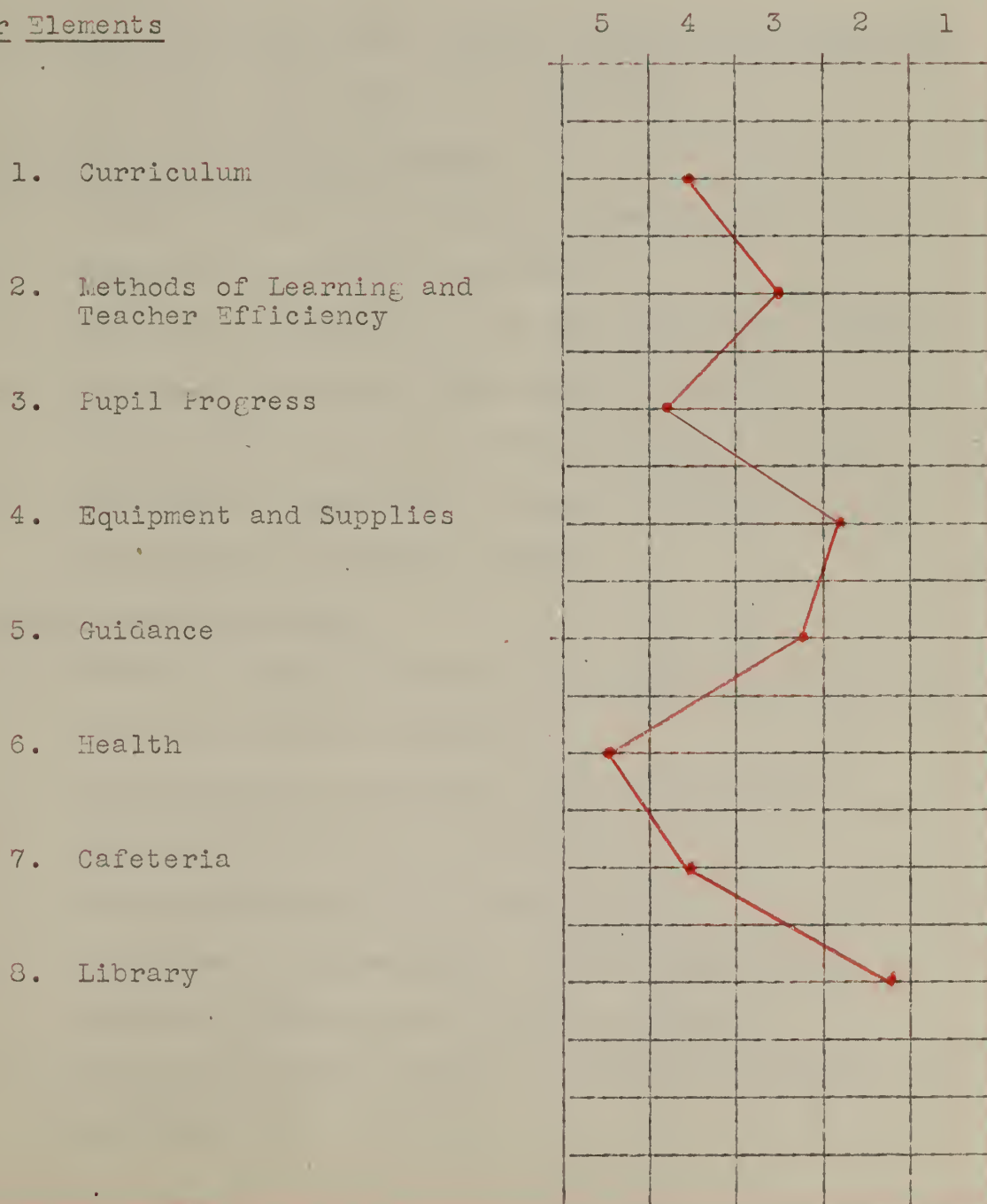
It is believed by the author that Mary Harden sums up the worthwhileness of evaluation in the following paragraph.

"One of the most important things a school can do in modern education is to attempt to determine the worth of its educational program in relation to growth and development of its children. What should prove more interesting to a group of teachers, more useful to administrators and others responsible for the schools success, more enlightening to students and more revealing to parents than a constructive effort to find out the value of the schools program in terms of the desirable changes it is bringing about in boys and girls." ¹

1. Harden, Mary
"Evaluating a School Program"
Teachers College Record, 1939, Page 391

Profile Chart

Score Chart

Major Elements

Appendix I

Curriculum"A. Objectives

1. General objectives stated with broad aims and purposes
2. Specific objectives stated in detail with reference to habits, appreciations, knowledge

B. Organization of subject matter

1. Related to child's needs and experiences
2. Emphasis upon habits and skills
3. Subject a developed to correlate with other fields
4. Sequence of subjects determined by need
5. Progress from grade to grade determined by pupil needs
6. Use made of scientific studies in selection and organization of subject matter

C. Methods and Materials

1. Teacher allowed flexibility in organizing and carrying out classroom procedure
2. Suggestions for correlating between subjects
3. Suggestions as to use of materials
4. Illustrative and type lessons given
5. Reference to proper maps, illustrative materials
6. Suggested procedure for checking results
7. Use of scientific studies in determining methods and materials

8. Reference basic and supplemental to child's use

9. Subject matter references for the teacher

D. Course of Study itself-mechanical make-up

1. Clearness and conciseness

2. Attractiveness and usability

3. Convenience - index, table of contents, arrangement

4. Ease of revision

5. Economy of space and expense" ¹

1. Reeder, W. C.
Public School Administration
"Making and Using a Curriculum"
Macmillan Co., New York, 1941, 635 pp.

Appendix II

A Self Rating Scale for TeachersProfessional Qualifications

I. What special training have you had in the subject matter which you teach?

1. I have had none. I prepared to teach something else
2. I have had very little training in this field
3. My training was adequate to meet minimum standards
4. I have had good preparation--more than is generally required
5. I have had special training in my field which is far superior to that of most teachers doing similar teaching.

II. Do you have a broad cultural background? On how many of the following subjects do you consider yourself well informed: current events, history, literature, art, music, science, economics and philosophy?

- | | |
|-----------------------------|-----------------|
| 1. None or only one of them | 4. Four |
| 2. Two | 5. Five or more |
| 3. Three | |

III. Have you a good command of the English language?

1. Do I use good English in everyday conversation?
2. Do I write easily and correctly?
3. Do I have an adequate vocabulary?
4. Can I contribute to a discussion in an interesting

manner without sacrificing correctness of English?

5. Am I able to speak creditably before a public gathering?

IV. Do you strive to find valuable new ideas and apply them?

1. Do you read professional literature regularly and voluntarily?
2. Do you attend professional meetings regularly and voluntarily?
3. Do you try to apply practical new ideas which you acquire in these ways:

a. rarely	d. concientiously
b. occasionally	e. enthusiastically
c. regularly	

V. What has been your training in methods of teaching?

1. Practically none
2. More than ten years experience in teaching
3. The minimum requirements or better in methods courses
4. The minimum requirements or better in methods courses and over ten years teaching experience
5. A degree in education and over ten years experience in teaching

VI. What formal professional study have you done in addition to that required to secure our present position

1. None
2. Some courses more than five years ago

3. Some courses to be applied toward an advanced degree within the last five years
4. An advanced degree
5. An advanced degree; also additional courses within the last five years

VII. What is your attitude toward teaching?

1. I dislike it and would prefer another occupation
2. I am not enthusiastic about it, but I will stay in it because of its advantages, and do the best I can
3. I like it but might prefer something else
4. I prefer it to other vocations
5. I am really enthusiastic about my work

Professional Technique

I. How comfortable and attractive is your classroom?

1. Physical conditions

How many of the following do you check and adjust regularly light, heat, ventilation, appearance of your desk and cabinets, general cleanliness of the room

- | | |
|----------------|---------|
| a. none or one | d. Four |
| b. Two | e. Five |
| c. Three | |

2. What do you display in your room to supplement your teaching?

- a. Nothing
- b. Occasionally pictures or clippings if pupils

contribute them but nothing systematically

- c. I have good bulletin board material, but it is not coordinated with the teaching and displays are seldom changed.
- d. I have good material for each topic of the course and it is displayed systematically, but not much has been added to the collection lately
- e. I have excellent bulletin displays, to which new material is constantly added. They are coordinated with the teaching and checked to see that pupils benefit by them.

II. What preparation do you give your work?

Daily plan

- 1. I prepare no notes or written outline. I keep about one step ahead of the class
- 2. I make an outline only to have something on the record for my superiors
- 3. I work out the major ideas for the lesson. Sometimes loose ends are left
- 4. I always prepare a fairly complete lesson outline
- 5. I invariably and use some type of written notes. I always make sure the aims are clear, the minor points listed, and the key questions ready.

III. Long range planning which is integrated with the general aims of education

- 1. I simply go through the text, letting things come

out as they may.

2. I spasmodically take stock of progress
3. I usually organize the work for some time ahead
4. I block out the work on yearly and smaller unit bases
5. My pupils are constantly aware of my goals. I try to encourage the adult approach by the student whenever possible

IV. Equipment and instructional materials

1. I make little effort to use instructional materials outside of the textbook
2. I often fail to make use of all the equipment provided; Tools and apparatus in my care often get lost and out of repair
3. I make use of all the material available, although I occasionally have to find needed materials or equipment after class is begun.
4. I take time beforehand to have all materials ready for class periods. I never find it necessary to use class time for these preliminaries.
5. In my class equipment and instructional materials are always cared for and ready. I take responsibility for maintenance even if I am not head of the department.

V. How do you operate the class?

Economy of time

1. My class often starts late. I talk too much. I am

guilty of assigning pointless work to fill time. I often give written work simply to keep the class quiet.

2. I have pupils spend too much time on "busy work." Not sufficient drill is given where needed. Often in my class time is spent on irrelevant material--anecdotes that do not contribute.
 3. Most of the time is planned for in my class. I usually begin and end the class promptly.
 4. My class always begins promptly and continues up to, but not beyond, the last bell. All work is thoroughly covered that will be included in the unit test.
 5. I always try to make a systematic apportionment of the class time so that the work of one day may be covered in the most efficient manner possible.
- Practically every moment makes a contribution to the learning process, either through my teaching or the self-direction of my students.

VI. Clearness of explanation

1. I do practically no explaining
2. I make explanations, but I do not try to find out whether the pupils get help from them or not.
3. Adequate time is given to explanation, and my pupils usually understand
4. I explain clearly and I know when explanation should stop and "doing" begin. I do not waste time of the

class explaining for one or two pupils.

5. I take great pains to make all points clear, at the same time using judgment as to economy of time. I have a talent for explanation and for stimulating self-education.

VII. Discipline

1. My class is disorderly most of the time
2. My class is inattentive and unnecessarily noisy
3. My class runs smoothly under normal conditions
4. Except in very unusual conditions I do not have to say much about discipline and orderliness. I can devote practically all my time to teaching
5. Disciplinary problems in my class seldom arise, because of enthusiastic response. I can meet any situation that does arise with firmness, fairness, and sympathetic understanding.

VIII. Assignments

1. I make them in a rush at the end of the period without previous thought
2. I do not give thought to the time needed to complete the homework, and so it varies greatly. The manner in which I make the assignments is often vague and dull.
3. My assignment is usually a simple announcement of pages but it is usually comprehended, and the average student can follow it successfully.

4. My assignments are clear and interesting usually, and well planned for time.
5. My assignments are always clear and of the right length; I give them the proper introduction and buildup and I give instruction on how to prepare them.

IX. How to check Results

Correcting written work

1. There are many papers written by my pupils which are never read. The pupils feel dissatisfied because of this condition.
2. My pupils are often not much benefited by the return of papers. They are given back with no comments and too late to have any interest
3. Usually papers are corrected or adequately checked
4. All papers are corrected or checked with reasonable promptness. Papers returned are accompanied by useful comments so that pupils are helped to improve. Sometimes English and spelling papers are checked.
5. I make significant comments with the return of papers and do careful follow-up work. I make a constant check of English and spelling, as well as content.

X. Testing Program

1. I often make up test questions while writing them on the board. I have no organized program. I

sometimes use grades as disciplinary measures.

2. My tests are often too hard or too easy, the emphasis is often in the wrong place. The pupils have a general feeling of dissatisfaction with the questions.
3. I am convinced of the value of long range testing programs, but I have not worked out anything easily administered and at the same time adequate. I rely chiefly on the fact-coverage type of tests.
4. I spend considerable time trying to devise well-balanced tests for power as well as for fact coverage.
5. I use many and a variety of checks, oral and written, well organized, short and long range. I keep clear individualized records of each pupil. I constantly try to devise new and adequate tests.

XI. What is the Pupil's Response?

Interest in the work

1. Often the whole class shows little interest
2. Only a few bright students are interested, usually.
Many do not try to recite or to participate
3. Some students in my classes nearly always try to do their best; others are passively being carried along.
I use the question and answer chiefly as a method of holding interest.
4. There is a general air of interest in my classroom.
There are many volunteers for recitation. The discussion periods are lively. The pupils listen to

the instructions carefully and usually follow the lecture work dutifully.

5. Practically all students in my class are alert, busy, cooperative, enthusiastic, and ask pertinent questions. Practically all students prepare the lessons to the best of their abilities.

XII. Attitude toward school property

1. The pupils under my instruction mark the books and the walls, leave paper and rubbish on the floor and lawns, break and lose equipment without any effective correction.
2. I am not much concerned with defacement and destruction of school property each year, and take measures against only the most flagrant cases.
3. I make a general effort toward neatness and care, but it is not always sustained. Pupils occasionally have to be punished for defacing walls etc.
4. Students in my class sometimes act as caretakers of special equipment. They learn to notice conditions and make comparisons. I sometimes mention the cost of expensive equipment.
5. My students appreciate the cost of school property and problems of maintenance. They take pride in and responsibility for the appearance of the buildings and grounds. They even recommend and are willing to work on improvements.

XIII. Habits of work

Do you feel that you have been successful in getting your pupils to maintain good posture, speak clearly and correctly be neat and accurate in their written work, be courteous in the classroom, be punctual?

- | | |
|---------------------|--------------------|
| 1. Yes to only one | 4. Yes to any four |
| 2. Yes to only two | 5. Yes to all five |
| 3. Yes to any three | |

Personality Traits

I. How good is your personal grooming and appearance?

1. I know that sometimes I am not as clean and neat as I should be.
2. I do not have a knack for clothes, but I always try to be clean.
3. My personal appearance is acceptable. I am neat and clean.
4. I have a pleasing appearance. I am neat as to person and attire.
5. I am exceedingly fastidious in my grooming. I am always clothed appropriately and attractively.

II. How do you think the pupils would rate your voice?

1. Unpleasant because of one or more bad habits-irritating tone, mumbling, too rapid speaking.
2. Understandable, but rather unpleasant--harsh
3. Neither conspicuously pleasant nor unpleasant.
4. Pleasant and distinct.

5. Exceptionally clear, pleasant, well modulated, and always controlled.

III. How Mentally Alert are You?

1. I am indifferent toward my work. I put in time for no purpose other than putting in the hours.
2. My work follows a routine plan. I seldom display originality.
3. I am usually observant and enthusiastic. I try to keep up-to-date in teaching methods.
4. I try original ideas and methods. I am able to stimulate enthusiasm for my subjects.
5. I am exceedingly observant. My enthusiasm is contagious. I am ingenious in the use of devices to stimulate my students.

IV. How satisfactory is your disposition?

1. I am often guilty of one or more of the following: tactlessness, sarcasm, irritability, lack of self control.
2. I am occasionally guilty of one of the above faults.
3. I am generally agreeable, tactful, and composed, and have a good sense of humor.
4. I am almost always good-natured and tactful and have a keen sense of humor.
5. I am always well balanced emotionally, have an excellent sense of humor, always exercise self control, and can discriminate between the important and the

unimportant.

V. How effective is your leadership ability?

1. I try to shun responsibility. I have little initiative, self confidence, or originality.
2. I attempt duties assigned to me, but feel that I do not get the best results.
3. I assume assigned responsibility and am generally resourceful.
4. I have initiative and originality and show leadership ability.
5. I use good judgment, I am vigorous and original in thought and action. I feel I obtain the best results.

VI. How sound is your health?

1. I have insufficient stamina for sustained effort. I am irregular in attendance. I complain constantly of overwork and weariness.
2. I lose more than the average number of days in sickness. My extra-curricular activities are limited by my lack of energy.
3. I have adequate good health. I have sufficient energy to meet ordinary demands.
4. I am very seldom absent. I have good health. I am seldom tired.
5. I have excellent health. I have radiant energy.

VII. How complete is your understanding of the pupil?

1. I don't bother much with the pupil as an individual.

2. I assume that I understand the pupil, but I do not check to verify.
3. I generally make an attempt to understand and allow for factors which enter into the pupil's success or failure.
4. I try to analyze the pupil's problems. I make favorable comments and point out weaknesses tactfully.
5. I have a marked ability to inspire confidence of pupils. I am able to handle difficult situations. I have the respect and affection of pupils gained by sympathetic understanding and fairness.

Social Traits

I. What is your attitude toward the community in which you teach?

1. I am antagonistic toward the community. My only interest is my pay check.
2. I am not interested in any community.
3. I am primarily interested in a community other than the one in which I am teaching.
4. I have many interests in the community in which I am teaching, although I have some interests elsewhere.
5. I am wholeheartedly interested in the community in which I teach.

II. What knowledge do you try to obtain as to the pupils background?

1. I prefer not to meet parents.
2. I begrudge the time it takes to talk to them.
3. I am glad to meet them, provided it does not take much effort on my part.
4. I try to meet them when I feel that by so doing I can help the pupil.
5. I make a definite and active attempt to know the parents of my pupils.

III. How do you get along with your superiors?

1. I feel that they are imposing on me. I am always griping.
2. I resent criticism. I fulfill office requests carelessly and tardily.
3. I get along well enough. I do not go beyond minimum requirements.
4. We work together with a constructive, friendly spirit of cooperation.
5. In addition to (4), I am willing to assume responsibility for and to make tactful suggestions toward the betterment of our organization.

IV. How do you get along with the people with whom you work?

1. I have frequent unpleasant experiences with my co-workers.
2. I have occasional "flare-ups" where I "tell 'em off"
3. My relations are, on the whole friendly
4. I get along agreeably with most people even though

it means using conscious effort.

5. I get along agreeably and harmoniously with everybody including the most difficult people.

V. Am I free from religious, racial and social prejudice?

1. I have a feeling of antagonism toward certain groups and I admit that my pupils must recognize this feeling on my part.
2. I can't help discriminating against certain groups, but I always try to find rational reasons for my decisions so that no feelings will be hurt.
3. I try never to let my personal feelings on such matters influence my dealings with my pupils.
4. I can truthfully say that I have no religious, racial, or social prejudice of any kind.
5. I feel that I am entirely free from prejudice toward any group, and I try to teach in such a way as to develop among my pupils a feeling of tolerance and appreciation toward one another.

VI. To what extent am I guided by a recognized code of professional ethics such as that of the Massachusetts Teachers Federation?

1. I may be familiar with a professional code of ethics, but I don't mind sacrificing anyone else if it works to my advantage.
2. I am familiar with the code, and while I may not always adhere to it completely, I intend never to

injure anyone else.

3. I consider myself professionally ethical even though I am vague about the content of any recognized code.
4. I am familiar with a recognized code and observe it to the letter.
5. I am careful in all respects to adhere to the spirit as well as the letter of the code." ¹

1. Massachusetts Professional Standards Committee
"A Self Rating Scale For Teachers"
Massachusetts Teacher, November 1945

Appendix III

Scorecard for Scoring Textbooks

"Local Adaptability--Is the book suited to the locality?

- A. Supervision - Adapted to the type of supervision.
Should be self directive. Requires minimum of attention on the part of the supervisor. Suited to the course of study likely to be used for a considerable period. 20
- B. Teaching - Suited to various types of instruction.
Gives special aid to inexperienced teachers. Adaptable to conservative teachers using formal recitation. Enables progressive teachers to use initiative. 25
- C. Children - Adapted to the needs and ability of children. Should relate community activities to school work. Should have material for both sexes. 30
- D. Class - Suited to size of class, whether large or small. Meets needs of poorly classified pupils. 10
- E. Equipment - Meets restrictions of a modestly equipped laboratory, a small library and a minimum of supplies. 20
- F. Term - Essential material for a short term with extra topics for a longer term. 5

Subject Matter - What is the character it?

- A. Child Experience, Related to. - Interests the child.
Builds on original tendencies. Recognizes play

- instinct. Provides for dramatization. Allows growth in subject and in life. 65
- B. Aims - Meets local requirements. Is in harmony with accepted general aims. May be adapted to laboratory, library, or recitation methods. 50
- C. Individual Differences, Provides for. - Offers materials for slow, gifted, and normal pupils. Sufficient breadth to appeal to literary, scientific, linguistic, or historical tastes. 45
- D. Selection and Balance. - Are they recognized - 1. amount given to a topic, 2. in selection of essential topics, 3. in repetition of vital facts when needed, 4. in elimination of unnecessary repeating especially in series of books? Less important topic in different type. 100
- E. Moral-Civic Values - Suggests ideals of conduct and action. Has civic and moral motive. Does not encourage prejudice. Teaches suspension of judgment. Promotes loyalty and Americanism. 65
- F. Reliability - Facts accurate and up-to-date. Material from authentic sources. 35
- G. Style - Language and diction suitable for grade or class. Simple in earlier years, gradually increasing in sentence. Language figurative and vivid where possible. 40

Arrangement and Organization

- A. Divisions - Divided carefully into chapters, sections and paragraphs, each attractively set off in bold-faced-type, larger letters or special print groupings. Divisions characterized by unity and continuity. Lessons have aims that are clear and definite. 40
- B. Project Method - Adapted to this method. Material topically grouped. Easily correlated with other branches. Provides for unit studies. Applications suggested or presented and carefully distributed through text. 80

Aids to Instruction and Study

- A. Usableness - Questions thought provoking and relevant. Suggested methods of study. References well selected and annotated. Exercises useful and bearing on text. All planned with a view to purposeful activity. 90
- B. Provision for Choice - Sufficient number. Variation in difficulty and interest. 50
- C. Index - There should be an adequate index, and where possible a list of difficult pronunciations, or words, parenthetically pronounced. 10
- D. Glossary 10
- E. Contents - Table of contents complete enough to permit ready location of important topics. 10

Mechanical Features

- A. Attractiveness - Color suitable, not easily soiled.

Design harmonious. Size convenient.	25
B. <u>Illustrations</u> - Adequate in number, useful, appealing to pupil, full of action when possible, well executed, explanation in detail.	45
C. <u>Print</u> - Proper size for the grade.	30
D. <u>Binding</u> - Durable and flexible, not easily broken.	25
E. <u>Paper</u> - Good weight, good quality, surface unglazed.	25

Special Features

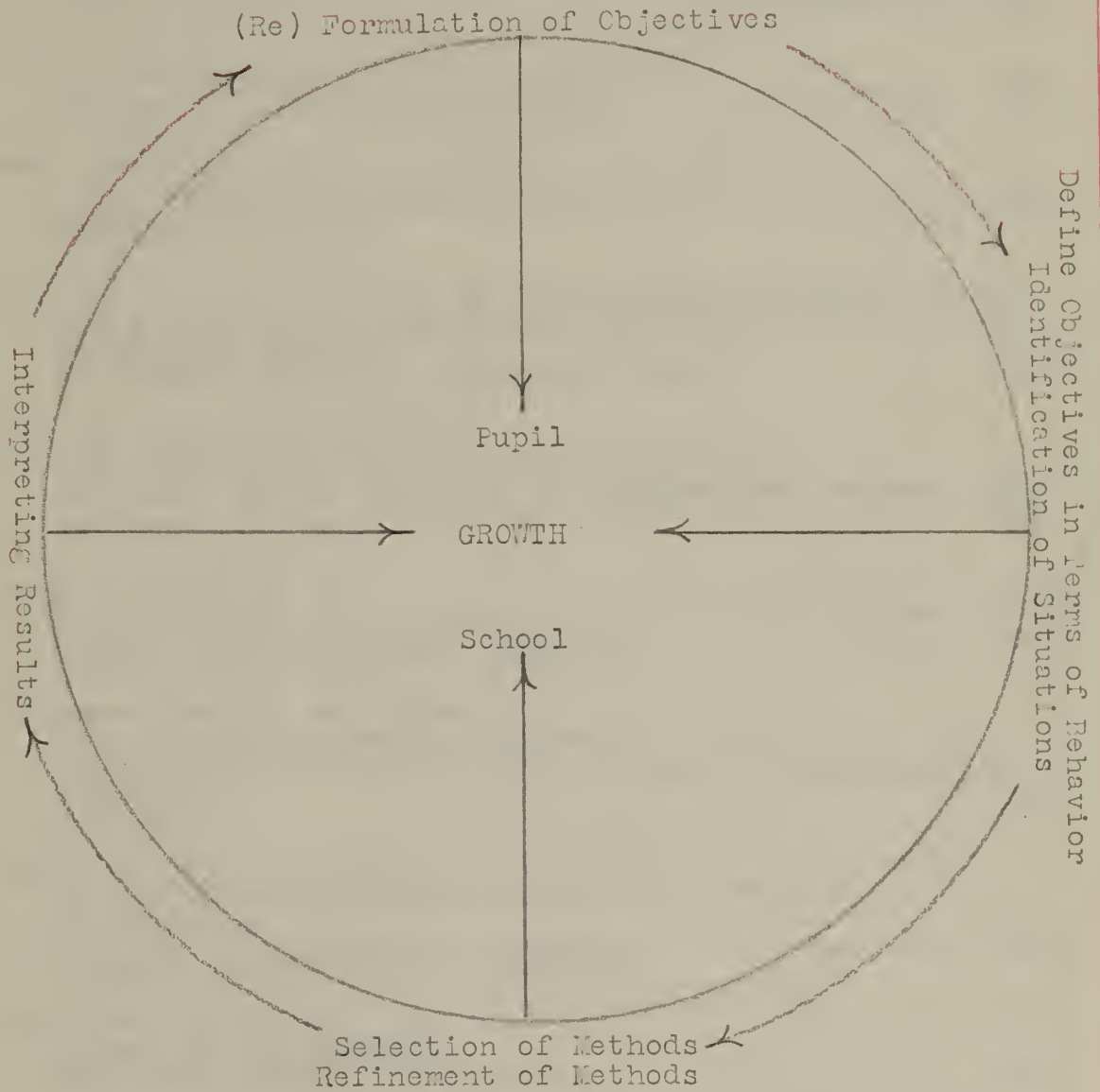
A. <u>Authorship</u> - Author prominent as educator, authority on subject.	30
B. <u>Publisher</u> - Reliable, of good standing and reputation.	5
C. <u>Preface</u> - Serves real use, gives general plan of the book.	5
D. <u>Date of Publication</u> - Revised or produced in the last five years." 1	10
	1000

The scorecard is but one way to appraise a book.

Every textbook has its own individuality, its own contribution and the analysis of books should be balanced by a same judgment of the book as a whole.

1. Otis, E. M. - "A Textbook Scorecard"
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 Vol. 7, February 1923, 133 pp.

Appendix IV
EVALUATION CYCLE



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